

DOCUMENT RESUME

ED 427 339

CS 216 606

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TITLE Installing Procedural Guidelines for the Writer's Teaching Diverse Populations Class To Insure a Successful Job-Shadowing Experience for Future Teachers.
PUB DATE 1998-00-00
NOTE 48p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Education Work Relationship; Elementary Secondary Education; Guidelines; *Preservice Teacher Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS *Job Shadowing

ABSTRACT

This practicum was structured to provide a clearer understanding of guidelines and procedures for students, field teachers, and administrative staff at a community college to ensure a successful "job-shadowing" experience for future teachers. The focus was on developing a job-shadowing packet to provide forms, procedural guidelines, and criteria to maximize the success of the instructor, field teacher and administration facilitating the students' experience. The Teaching Diverse Populations Course did not have guidelines in place for the field teachers or the college students to follow to ensure success in the shadowing experience. The college has not established guidelines for the K-12 teachers who agree to participate in the shadowing process. The students enrolled in the Teaching Diverse Populations Course are not provided with guidelines to understand their responsibilities in the shadowing process. In addition, an evaluation method is not established to assess the value of the shadowing experience for the students. The guidelines and procedures will cause the students to enjoy the job-shadowing experience, as they understand what was expected of them as to how, when, where the job-shadowing experience will be conducted. The literature greatly supported the view of needing procedural guidelines in place to cause the students in the Teaching Diverse Populations course to have a successful job-shadowing experience. (Contains 24 references; the job-shadowing guide is appended.) (Author/RS)

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**Installing Procedural Guidelines for the Writer's Teaching Diverse Populations Class to
Insure a Successful Job-shadowing Experience for Future Teachers**

By
Israel Peniel
Cluster 85

**A Practicum I Report Presented to the Ed.D. Program
in Child and Youth Studies in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education**

**Nova Southeastern University
1998**

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PRACTICUM APPROVAL PAGE

This practicum took place as described.

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This practicum report was submitted by Israel Peniel under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirement for the degree of Doctor of educational Nova Southeastern University.

Approved:

Date of Final Approval of Report

Dr. Richard Goldman, Advisor

Dr. Richard Goldman, Advisor

ACKNOWLEDGMENTS

The stupendous support demonstrated by my practicum advisor Dr. Richard Goldman necessitates acknowledgment. His display of graciousness made every revision a challenge to be faced with encouragement and a strong desire to bring the practicum document to a level of the highest quality. Dr. Goldman's support during the development and implementation of this practicum is valued with gratefulness and thanks. Furthermore, I must thank God for granting me with the blessing of having a wife Gloria Peniel that loves, and has given her support and time even though maintaining a strong career track of her own. Gloria has displayed an unselfish spirit to accommodate me in my every desire and need ensuring the successful completion of this practicum. Cluster 85 as a group has provided a bond liken to a family, being there when I needed clarification and a deeper understanding of the practicum process.

Acknowledgments to Dr. Maribeth Mobley, Interim Dean of Academic Affairs at the community college being served. I am thankful for her assistance in facilitating the development and implementation of this practicum.

The students that were enrolled in my Teaching Diverse Populations Course must not go unnoticed. It was through these students that I gained so much insight on how to improve the current job-shadowing component at the community college. These students were very enthusiastic about their learning process and provided the groundwork for this practicum to be a success.

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ABSTRACT

Installing Procedural Guidelines for the Writer's Teaching Diverse Populations Class to Insure a Successful Job-shadowing Experience for Future Teachers. Peniel, Israel, Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Descriptor: Criteria/Procedures/Job-Shadowing/Procedural Guidelines/Curriculum Development.

The Teaching Diverse Populations Course did not have guidelines in place for the field teachers or the college students to follow to ensure success in the shadowing experience. The college has not established guidelines for the Writer to provide the K-12 teachers who agree to participate in the shadowing process. The students enrolled in the Writer's Teaching Diverse Populations Course are not provided with guidelines to understand their responsibilities in the shadowing process. In addition, an evaluation method is not established to assess the value of the shadowing experience for the students.

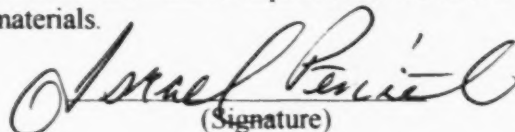
This practicum was structured to provide a clearer understanding of guidelines and procedures for students, field teacher, and administrative staff to ensure a successful job-shadowing experience for future teachers. The focus was on developing a job-shadowing packet to provide forms, procedural guidelines, and criteria to maximize the success of the instructor, field teacher and administration facilitating the students' experience.

The guidelines and procedures will cause the students to enjoy the job-shadowing experience, as they understand what was expected of them as to how, when, where the job-shadowing experience will be conducted. The literature greatly supported the view of needing procedural guidelines in place to cause the students in the Teaching Diverse Populations course to have a successful job-shadowing experience.

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CHAPTER I: Introduction

Description of Community

The setting for this practicum is located in the Southeastern part of the United States where strawberries have been crowned king over a refreshingly small community filled with exciting pastimes for every family member. The community has grown in population to 26,649 with an estimated increase by the year 2000 to be 44,654. Known as the Strawberry Capital of the World, the ethnic composition of this refreshing community is comprised of 74.58% Caucasians, 20.33% African-Americans, .071% Asians and Pacific Islanders, with the remaining 4.38% representing other racial groups.

Writer's Work Setting

The practicum will take place in a public, state supported and comprehensive two-year college. The community college serves the county with four permanent locations, one permanent center, and several satellite centers. The mission of this organization is to provide educational opportunities for residents of the county where it is located. The college considers the diverse needs of its targeted population in providing services to individuals by developing academic excellence with university parallel, technical and continuing educational programs. The program design is to enhance the growth and development of each individual, through a range of supported student services. The purpose of this organization is to prepare students to respond to the demands of today's changing society and the technological advances of the future.

A unique feature in the Writer's work setting is the over representation of Caucasian females. At the start of the term, twenty-seven students registered for the Teaching Diverse Populations Course, comprising of two African American females and one Caucasian male. At the end of the course, the enrollment dropped to twenty-four

students, all Caucasian females. In the Fall of 1996, the full time faculty staff ethnic distribution was 85% Caucasian, 7.5% Hispanic, 6.7% African American, 0.4% Pacific/Asian and 0.4% Indian/Alaskan. This situation in the Writer's work setting is unique because it does not represent the trend of Blueprint 2000. Riley (1993) explained that the Blueprint 2000 movement is a legislative plan that provides curriculum reforms to recognize and affirm the differences as to how each child learns. If the educational system intends to serve a population of diverse children in the workforce, there must be the preparation of teachers from diverse backgrounds to meet the proposed needs in the multi-cultural setting.

The full time administrative personnel ethnic representation is predominately Caucasian (64.4%) with African American representing less than a quarter (22.2%), Hispanics with the least percentage (8.3%) of the representation. The college employs 73.7% Caucasian, 11.9% Hispanic, 11.9% African American, 1.7% Indian/Alaskan and .8% Pacific/Asians full time professional/managerial personnel. The degrees held by full time faculty consist of 28 % Doctorates, 39 % Masters, 26 % Masters + 30 hours of graduate study, 3 % Bachelors, 2% associates and 2% other certifications. The full time student enrollment has an ethnic distribution comprised of 65.3% Caucasians, 14.5% Hispanics, 16% African Americans, .6% Indian/Alaskan, 3.6% Pacific/Asians.

Writer's Role

The Writer is an adjunct professor in the department of education at the community college where the practicum will take place. The Writer of this practicum has over 15 years of teaching experience in the public school system starting as a substitute teacher and eventually being hired as a full-time teacher in exceptional

education. The Writer's current role and responsibilities include teaching students who have aspirations of becoming future teachers. The expectation as professor of the Teaching Diverse Populations Course has a direct relationship to the practicum problem. The Writer is responsible for providing instruction to the students that will help them reach the goals outlined in the course syllabus. As professor, the Writer is responsible for recognizing the problem, showing the evidence that supports the cause of the problem, and identifying the goals and outcomes of solving the problem. The training for adjunct professors at the community college is contained in a two-hour orientation session. This session is to familiarize new adjunct professors with other staff members and receive necessary information concerning their students.

Chapter II: Study of the Problem

Problem Statement

The problem indicated that the community college has no set guidelines, criteria, or procedures to ensure students of having a successful shadowing experience. A shadowing experience allows each student to benefit from the classroom instruction as they gain practical experience in the workplace. Without established guidelines, the Writer required students to complete a shadowing experience that could not be properly evaluated at the end of the course. The student's appreciation for the shadowing experience was diminished because there was no clear definition connecting the course to the experience. In addition, the Writer has no awareness of the impact of the assignment on the field teachers who agree to permit the shadowing experience in the classrooms. Finally, the shadowing experience is a requirement for each student and carries a significant number of points toward the final grade, making it a priority assignment.

Problem Description

The Writer who teaches the course Teaching Diverse Populations did not have guidelines in place for the field teachers or the college students to follow to ensure success in the shadowing experience. The college has not established guidelines for the Writer to provide the K-12 teachers who agree to participate in the shadowing process. The students taking the course are not provided guidelines to understand their responsibilities in the shadowing process. In addition, an evaluation method is not established to assess the value of the shadowing experience for the students.

Problem Documentation

The evidence documented in the work setting showed a lack of procedural shadowing guidelines in place. At the beginning of the school term, a job-shadowing packet was not provided for the Writer from the department of education. The source of the problem came by way of discovery upon a review and study of the curriculum plan and the course syllabus before the start of the course. Additional information was gained through observation of the material provided to the students at the start of the course that did not include information on the required shadowing experience. The practical experience in the classroom of attempting to provide answers to a battery of questions from concerned students enrolled in the course added to documentation of the problem.

Another piece of evidence unfolded when the Writer learned that the acting dean did not have knowledge to render guidance concerning the shadowing experience for the course. The acting dean sought, but was unable to find established criteria to support the shadowing experience. The search for guidelines extended to inquiries to faculty persons at other campuses where the same courses were offered. However, this effort was also fruitless. Another effort was made by the Writer to see if the college library could provide a helpful source for the acting dean. It was discovered that the library did not have any present or past listing of material on job-shadowing used by other professors of the course.

Causative Analysis

Causes of the problem in the work setting ranged from a deficiency of procedural guidelines to part-time faculties not having the time to develop criteria. A major cause for the problem is the result of poor curriculum planning for the course. Through systematic inquiry, the Writer discovered that the college administration never planned

for the development of guidelines for the shadowing requirement. Further investigation into the cause of the problem revealed the uncertainty of students to understand their expectations during the shadowing process. The student's concerns are satisfied by the acting dean who allowed the Writer to establish guidelines and criteria for students to follow to gain a better understanding of what the expectations are for the shadowing experience. Courses that required students to participate in a job-shadowing experience caused other professors to improvise because guidelines were never established by the community college. Whether the students were reaping the expected benefits of the shadowing experience was left to the discretion of the professor of the course.

Another cause for the problem stems from the fact that the course has been taught by part-time faculties who are expecting to teach classes using college established material and guidelines. Adjunct professors are required to provide students with books, materials, and resources approved by the college administration. All other resources, such as the job-shadowing packet, would require approval from administration before use by the professor in the classroom. Through the Writer's experience and observations, it was discovered that guidelines and procedures were not developed because of the inconsistency and lack of continuity resulting from the utilization of part-time faculties to teach the course. Further investigation showed that the college does not allot the time for part-time faculties to work in the area of curriculum course development because it is not in their contracts with the college. Time restriction in the adjunct professors contracts combined with the time needed to develop guidelines and the time to allow for the approval process gives another combination of causes for the problem in the Writer's work setting.

Relationship of the Problem to the Literature

The topical areas of research included criteria, procedures, job-shadowing, procedural guidelines, and curriculum development. The literature seemed to provide positive support in reinforcing the reason for the problem in the Writer's workplace for being a lack of structural guidelines and criteria.

The Writer understands that some adjunct professors at the workplace are hesitant to initiate shadowing policies and procedures because they feel unsure about the administrative support. There are teachers and professionals in many fields that are hesitant to initiate practices because of a lack of structured guidelines and clear criteria (Lortie, 1975). The time that we are living in endorses the need for professional development (Guskey, 1994).

The Writer gained insight from the literature that guidelines must be established to cover a broad area of the operation to connect the goals and achievements as they relate to the purpose of the curriculum. Kane (1994b) suggested that the methods that really set the standards in procedural guidelines should be holistic in nature, which assures that the achievement or skills are closely related. Cizek (1996) expressed that to be properly grounded with guidelines that are workable involves: (a) the feasibility of methods that set standards; (b) participants being qualified; (c) the cut scores being valid and reliable; (d) the results showing documentation and a process; (e) the process that must affect the audience that it addresses.

Evidence of the problem was discovered in other areas and settings according to the literature. The Writer gained further insight from the literature that causes one to understand that a program cannot operate effectively without guidelines and procedures in place to present an opportunity for duplications of successful practices. A recipe of

how to make a cake without including the instructions on how hot the oven should be and how much sugar to use is the concept of descriptiveness of a procedure (Bastins, Bronson, Stuebe, Thomas, & Yaffe, (1987). Nobel (1990) continues by saying that there has been a failure to establish guidelines at the highest level of the institution therefore inhibiting the ethicalness in leadership, if not infringing on the legality of the responsibility. So one could conclude that the institution has a responsibility to provide clear and concise guidelines for the Writer and students to follow. This will ensure the student's success in the job-shadowing experience. Otherwise, leadership is not being ethical in providing clear procedures to follow that operates in a legal and responsible way.

The medical field has experienced a fragmentation in their training and management of patients with critical illnesses, resulting from an emphasis on primary care and not on specialty training (Williams & Wilkins, 1995). Guskey (1994) clarified that to neglect having procedural guidelines in place will bring a limitation to the success with the worse case scenario being the unsuccessful attempt to give structure and guidelines in the field.

The literature provided a description of the problem and the cause. The Writer's insight into the cause of the problem, according to the literature, builds upon the fact that change requires risk and placing one's professional pride on the line if the desired outcomes are not accomplished. In large complex institutions, responsibilities are usually watered down with little clarity (Nobel, 1990). One's professional pride is put into jeopardy when called upon to take an unsecured risk in the area of change (Pejouhy, 1990). The Writer discerned that a failure to follow guidelines after development presented further causes of the existing problem. The validity of acceptable procedures

are established upon the fidelity of its implementation, making the rules of procedural guidelines very strict that are followed (Cizek, 1996). Guskey, (1994) stated that procedural guidelines are of the utmost importance when seeking success in the process of professional development.

Cairns (1995) concluded that it has been recognized by educators in the field that data concerning employability skills taught from a traditional structure, are not suitable for students to have success in the workplace. Crawford (1995) stressed that information gained from a visual means provides clarity and supports job-shadowing experience. When students are placed in a real-world job type situation through the job-shadowing component, they benefit more than through special guest speakers and job fairs (Kucinkas, 1994). When students have a good experience from a job-shadowing component, they usually catch on faster in the real workplace when finally employed (Van Horn-Christopher, 1992). The shadowing experience does not always cause the students to master the course work, however, it allows the students an opportunity of becoming familiar with the practice areas (Bucci, 1993). Herr and Watts (1988) concluded that success was found with the use of the job-shadowing component because the students are learning as they follow the worker around for a period.

A summary of the literature offered interesting conclusions as it related to the problem and work setting. The literature supports the Writer's theory of the cause. The collaborative agreement of other authors from different fields and work settings supports that a problem does exist in the Writer's work place. The literature showed that the cause of the problem was due to a lack of procedural guidelines by professionals. The Writer found that the literature stressed that professionals must understand the worth of having procedural guidelines in place to bring about successful programs. Goals and

objective are not accomplished when professionals fail to establish structure by outlining guidelines and procedures.

The literature supported the theory of consistency in procedures brought about by a holistic approach to instructions. The literature continued to support the Writer, concluding that without procedural guidelines in place, the opportunity for consistent success in repeating desired ends are diminished. Finally, the literature substantiated that the highest possible degree of success will come when professionals develop and initiate procedural and criteria guidelines.

Chapter III: Anticipated Outcomes and Evaluation Instruments

Goal and Expectations

The goal for this practicum is to show the need for job-shadowing criteria and guidelines to ensure students being successful in the job-shadowing process. The acting dean will see the benefit of adding the job-shadowing packet to the Writer's course after a complete review. This implementation will take place in the Writer's community college with the use of job-shadowing packets in the Teaching Diverse Populations Course.

Expected Outcomes and Measurements

The following outcomes were projected for this practicum.

1. This expected outcome is the creation of a job-shadowing packet. This outcome will be measured by the Writer's ability to structure and develop job-shadowing criteria and guidelines that will bring about an effective change in terms of written directions and instructions. This observable measure involved the Writer's ability to conduct research in the field of education and business to discover current ideas accessible to create a job-shadowing packet that would provide the students, dean, class instructor, and field teacher with procedures and guidelines. The Writer discovered a number of organizations throughout the industry that placed emphasis on having students gain an understanding of what to expect in the real workplace. The job-shadowing packet provides clear instructions for students to follow and allows them to concentrate on those necessary procedures that provides them with insight of how to perform the job effectively. This would assure the students enrolled in the Writer's Teaching Diverse Populations Course a successful job-shadowing experience. The standard of

performance will include a complete shadowing packet with forms, guidelines, and procedures serving as a demonstration of success.

2. This expected outcome would give the acting dean knowledge of the job-shadowing experience through the development of an instructional guide. The shadowing packet will have the procedural guidelines and forms. This outcome will be measured by the acting dean's involvement to facilitate a change in the Writer's classroom procedures to adopt the job-shadowing packet and making it a part of the Writer's course instructions. The Writer has discussed that change in some organizations will threaten people who have developed a mind set to be complacent and discontinue their learning continuum throughout life. Some people in the Writer's work setting could have felt that any time a change comes forth, that change could have a devastating effect on their careers and future. On the contrary, the Writer was pleased to learn that the acting dean was supportive of the job-shadowing packet and showed great interest in facilitating the change, even to the point of granting the permission to pilot the job-shadowing packet into the Writer's Teaching Diverse Populations Class. From this outcome, the structural observational measurement demonstrated that the acting dean through facilitative actions endorsed the Writer's job-shadowing packet.

The standard of performance will be marked by the acting dean's ability to assist in making the job-shadowing packets available for the students in the campus library and providing administrative support throughout the implementation. The installation of the job-shadowing packets for the Writer's class will demonstrate the success of the project.

3. This expected outcome involves the college library supplying the job-shadowing materials for the use of the Writer's Teaching Diverse Populations Class. The approval

to have the job-shadowing material accessible and available in the library will be a measurement of the success of the outcome. By the shadowing packets for the Writer's students being on reserve in the library, this will ensure the success of the shadowing experience indicating the standard of performance. The observable measurement of cooperation by the library's personnel to permit the Writer's job-shadowing packets to be placed on reserve demonstrates the instrument of evaluation.

Chapter IV: Solution Strategy

Discussion and Evaluation of Solution

The identified problem is that the college has not set guidelines, criteria, or procedures in place to ensure students of having a successful shadowing experience. A review of the information gleaned from the research brought a discovery in the areas in criteria, procedures, job-shadowing, procedural guidelines, and curriculum development. Guskey (1994) expressed that guidelines and technologies work best from a specific context and time when the framework is constructed from an optimal mix of professional development procedures. Examining this solution from the Writer's perspective deals with the inculcation of the job-shadowing guidelines and procedures that will enhance the development of the students. The Writer provided a structural foundation during the shadowing transition and provided stability for the Writer and teachers in the field. The expected outcomes are observable through the shadowing experience.

Description of Selected Solutions

The Writer's decision to incorporate procedural guidelines and criteria surfaced at the beginning of the course when students were unclear about the purpose and goals of the job-shadowing component. A job-shadowing packet has been created that provides forms, procedural guidelines, and criteria for the Writer to maximize the effectiveness of students in the Teaching Diverse Populations Course.

The job-shadowing packets are now available for all students enrolled in education classes that require the job shadowing component and for instructors teaching those classes. Students may obtain the packets from the library. The problem of having no procedural guidelines available for the instructors who taught the Teaching Diverse Populations Class has been solved. The solutions can be observed through the creation

and expansion of structural guidelines, and the development of the job-shadowing packet forms and procedures. This development brought further clarity and understanding for students to have a successful shadowing experience.

Bastins, Bronson, Stuebe, Thomas, and Yaffe (1987) stated that clear procedures are needed to accomplish quality human services and research. In order for students to maximize their efforts from the shadowing experience, procedural guidelines and criteria were put in place to offer a clearer understanding of the process. Procedural guidelines assured the consistency of precise and accurate instructions and vivid expectations through the job-shadowing experience. The Writer decided to use the idea because of the promise to bring an understanding of the purpose and goals of the shadowing experience for the Teaching Diverse Populations Course.

The acting dean has the procedural guidelines and criteria available to ensure a successful shadowing experience for the Writer and students. The past has shown that there have been no procedural guidelines and criteria to establish a strong shadowing component for the students. When the Writer found that there were no guidelines and procedures for the job-shadowing experience in operation, the idea gave birth to create the component.

The Writer of this practicum has created and implemented a job-shadowing packet, including forms, guidelines and procedures that gives a clearer understanding of the job-shadowing purpose and goals as it pertains to the students and field teachers. The Writer of this practicum proposal justifies the solution as it relates to the causal analysis. The problem in the work setting stemmed from the unavailability of procedural guidelines and criteria to deliver a successful job-shadowing experience. The relationship between the solution strategies and the Writer's projected outcomes closes

the gap for the problem as follows: the solution brings fulfillment by making each of the three outcome points operational and active. First, the job-shadowing packet, which was suggested as a solution, is the fulfillment of the outcome because it is now available through its development. Secondly, by the job-shadowing packet being accessible in the library, as explained in the solutions, it is on reserve and has now become obtainable. The Writer of this report placed the job-shadowing packets in the library for the students. When the students picked up their packets from the library, this showed willingness on their part to be responsible for their learning and success. This outcome objective was met when the students picked up their packets from the library. Finally, the acting dean has knowledge of the newly installed guidelines and criteria for students and field teachers for a successful job-shadowing experience.

The Writer's leadership role during the implementation of the practicum served as the facilitator to create and install the job-shadowing component into the Writer's Teaching Diverse Populations class. The creation and installation of the job-shadowing packets took place as follows:

1. The job-shadowing packet was created and developed to provide clarity and understanding for the students involved in the job-shadowing experience.
2. The job-shadowing packet is included as an appendix in the report (appendix A).
3. The Writer informed the acting dean as to how to pilot the new job-shadowing packet in the Teaching Diverse Populations Course.
4. The Writer developed the job-shadowing packet to include instructions, procedures, and forms.
5. The Writer placed the job-shadowing packets on reserve in the campus library for the students.

6. The Writer worked closely with the acting dean to include the job-shadowing component as part of the Writer's Teaching Diverse Populations Class.
7. The Writer incorporated the job-shadowing guidelines and procedures in the Teaching Diverse Populations Course.

Report of Action Taken

The Writer gained clear direction on how to proceed after finding a wealth of information in the literature that pointed to the need of having procedural guidelines and criteria in the Writer's workplace. The literature focused on providing a job-shadowing packet to the Writer's students to insure a successful job-shadowing experience. Kane (1994b) suggested that the methods that really set the standard in procedural guidelines should be holistic in nature, which assumes that the achievement or skills are closely related. The Writer's Teaching Diverse Populations Course had no guidelines to assure the achievement or skills development of students incorporated into the 15 hours of field experience each student was required to attain in the job-shadowing component.

The Writer conducted another literature review to find job-shadowing models in the field of education and business that have been successful. The Writer found evidence of job-shadowing components that would meet the need of finding materials to create the packets. With the enormous number of models available as examples for the Writer to follow in structuring a job-shadowing packet for the students, there was not a need to reinvent the wheel.

The Writer discovered several job-shadowing models. The involvement was then to determine what models were close to the Writer's ideal need for the students enrolled in the Teaching Diverse Populations Course. Accountability of each student's process in

the shadowing experience was crucial to the process of finding material suited for the students in the Writer's class.

The job-shadowing model selected by the Writer was designed for high school students who were interested in an opportunity to gain hands on experience in the workplace (Department of Education, 1996). The forms and procedures were modified giving the student more autonomy, therefore not needing the permission of the parents. This job-shadowing model also provided enhancement in areas of knowledge before the job-shadowing, during the shadowing, and after the shadowing experience. Students from the Writer's former classes did not have the privilege of having a clear understanding of what was expected of them from the field and college instructor. The job-shadowing assignment will heighten the appreciation of the students and bring an added dimension of success.

Chapter V: Results

Results

The Writer addressed the problem of not having procedural guidelines and criteria in place to provide the students enrolled in the Teaching Diverse Populations Course enough structure enabling them to have a successful job-shadowing experience. The goal of this practicum was to provide the students with a better understanding of what was expected of them through providing guidelines and written criteria to follow through the creation of a job-shadowing packet. The job-shadowing component is designed to help students decide if the teaching profession is really for them by allowing them to experience an on the job view of what really takes place. If these students do not receive a clear understanding of what to look for in terms of important aspects of the teaching profession, the objective in the job-shadowing experience has been lost.

The Writer of this practicum had three outcome objectives. The first outcome objective was to create and develop a job-shadowing packet. This outcome was measured by the Writer's ability to structure and develop job-shadowing criteria and guidelines that brought about an effective change in terms of written directions and instructions. This observable measure involved the Writer's ability to conduct research in the field of education and business to discover current ideas accessible to create a job-shadowing packet that provided the students, dean, class instructor, and field teacher with procedures and guidelines. The Writer discovered a number of organizations throughout the industry that placed emphasis on having students gain an understanding of what to expect in the real workplace. The job-shadowing packet provides clear instructions for students to follow and allows them to concentrate on those necessary procedures that provides them with insight of how to perform the job effectively. This

assures the students enrolled in the Writer's Teaching Diverse Populations Course a successful job-shadowing experience. The standard of performance included a complete job-shadowing packet with forms, guidelines, and procedures serving as a demonstration of success.

This outcome was met.

The students in the Teaching Diverse Populations Course were less apprehensive about the job-shadowing assignment because of having clear written instructions presented to them in the form of a job-shadowing packet. A Microsoft PowerPoint Presentation was prepared to provide a visual aid of understanding the advantages of the job-shadowing experience.

The second outcome projected for this practicum gives the acting dean knowledge of the job-shadowing experience through the development of an instructional guide. The shadowing packets included procedural guidelines and forms. This outcome was measured by the acting dean's involvement in facilitating a change in the Writer's classroom procedures to adopt the job-shadowing packets and making it a part of the course instructions. The Writer discovered that change in some organizations would threaten people who have developed a mind set to be complacent and discontinue their learning continuum throughout life. Some people in the Writer's work setting could have felt that any time a change comes forth, that change could have a devastating effect on their careers and future. On the contrary, the Writer was pleased to learn that the acting dean was supportive of the job-shadowing packet and showed great interest in facilitating the change, even to the point of granting the permission to pilot the job-shadowing packet into the Writer's Teaching Diverse Populations Class. From this

outcome, the structural observational measurement demonstrated that the acting dean through facilitative actions endorsed the Writer's job-shadowing packet.

This outcome was met.

The standard of performance was marked by the acting dean's ability to assist in making the job-shadowing packets available for the students in the campus library then providing administrative support throughout the implementation. The installation of the job-shadowing packets for the Writer's class demonstrates the success of the project.

At the inception of this project, the acting dean showed a willingness to support this practicum. The feeling of the acting dean seemed to be sensitive toward the students having the best job-shadowing experience possible to ensure that they had enough information about the job-shadowing component to make the right decision if teaching was really for them. When the Writer presented the completed job-shadowing packet to the acting dean, it was received with graciousness and a sense of gratitude that the students enrolled in the Writer's Teaching Diverse Populations Course could enjoy their job-shadowing experiences with great success.

The third outcome involved the college library placing on reserve the job-shadowing materials for the use of the Writer's Teaching Diverse Populations Class. The approval to have the job-shadowing material accessible and available in the library was the measurement of success for this outcome. By the shadowing packets for the Writer's students being on reserve in the library, this ensured the success of the shadowing experience indicating the standard of performance.

This outcome was met.

The personnel at the Writer's campus library have always shown support through their cooperation and willingness to work with the Writer throughout the year on other

assignments and projects. The Writer simply made a call to the library personnel and requested that they make the job-shadowing packets available for the students enrolled in the Teaching Diverse Populations Course. The Writer was readily accommodated with an answer of yes. The Writer then delivered the packets to the library for the enrolled students to pick up.

Discussion

The Writer is elated at the success of this practicum meeting all of the objectives. The objective of a practicum is to learn the value of information needed to bring about changes in the working environment. Cizek (1996) expressed that to be properly grounded with guidelines that are workable involves: (a) the feasibility of methods that set standards; (b) participants being qualified; (c) the cut scores being valid and reliable; (d) the results showing documentation and a process; and (e) the process that must affect the audience that it addresses. The Writer agrees with the author as to the requirements needing to be properly rooted and grounded with procedural guidelines and criteria that will ensure individuals an opportunity for success.

The first implication the Writer is excited about is knowing that the students enrolled in the Writer's Teaching Diverse Populations Course had the foundation in place to ensure them a rewarding job-shadowing experience. The students can now have a complete understanding of what is expected of them. For students to gain the highest level of accomplishment from their learning process, they must be able to relate theory to practice through clear instructions. Guskey, (1994) stated that procedural guidelines are of the utmost importance when seeking success in the process of professional development.

As an instructor, this means that the Writer is being effective by being a facilitator of learning for the students enrolled in the Writer's Teaching Diverse Course. It is very important for instructors to assist their students in learning through the best styles available to them. The Writer does not feel that in order for students to learn, there needs to be an adversarial relationship between the instructor and the student. The Writer feels that the relationship between student and the instructor should be one that is supporting, providing nourishment and assistance.

A recipe of how to make a cake without including the instructions on how hot the oven should be and how much sugar to use is the concept of descriptiveness of a procedure (Bastins, Bronson, Stuebe, Thomas, & Yaffe, (1987). It is not fair for an instructor to assign students to a task and not include the recipe on how to carry out the procedures to obtain the maximum outcomes.

When the acting dean agreed to facilitate the Writer's desire to create a job-shadowing packet into the Teaching Diverse Populations Course, this implied that the current mind-set was ready for a change in the work setting.

Recommendations

1. Job-shadowing packets should be issued to all full and part time professors at the Writer's community college.
2. Academic deans should be furnished with a job-shadowing packet to increase their awareness of the job-shadowing experience of each student
3. All professors will have the availability of the job-shadowing packets to place in the campus library on reserve for students to pick up.
4. The Writer's community college president will adopt the job-shadowing packet for the use of all four campuses.

Dissemination

The plan of the Writer involves disseminating this practicum report to all intended parties. The Writer will share this report with the acting dean, dean, president, and others upon request.

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APPENDIX A**NEW JOB SHADOWING GUIDE AND FORMS FOR THE TEACHING DIVERSE
POPULATIONS COURSE**

Job-Shadowing Packet with Guidelines and Procedures



Teaching Diverse
Populations Course
Israel Peniel-Instructor
Spring Term 1999

Job-Shadowing Guide for Future Teachers

This is a fifteen hour job-shadowing packet, designed to offer future teachers an experience through a job shadowing experience by making positive connections between a professional in the field and the community. The achievement of these goals are not always automatically granted, but if the time spent at the worksite is properly structured, students are able to benefit by virtue of observing and talking to the shadowing professional.

The *Job-Shadowing Guide for Future Teachers* will provide structure to help prepare for, carry out, and reflect on students' job-shadowing experience. Each assignment in the guide will help students observe, inquire about, and then analyze the different aspects of the job. Students will also be encouraged to make connections between the knowledge and skills required by different jobs and their goals and interests. The *Job Shadowing Guide for Future Teachers* consists of assignments that students complete in a three-stage process:

- ❖ **Before** going to the worksite, students survey their professional intent; plan their introduction script; and record the schedule and location of their job-shadowing, including any special instructions regarding dress codes and safety gear. They can gather these instructions by talking to the school principal or to the job-shadowing host.
- ❖ **During** the job-shadowing experience, students complete an interview with their job-shadowing host, asking questions about the job, industry, and work environment. A second assignment asks students to observe the ways in which the job-shadowing host applies specific skills.

- ❖ **After** the job-shadowing experience, students reflect on their experience by summarizing their impression of what they saw and did and commenting on how it affected them. Finally, they write a thank you letter to their job-shadowing host, and Job-Shadowing Host Evaluation is requested.

Tips for Succeeding in the Workplace

It very important that students stay on their best behavior whether they are job shadowing or permanent employees. These tips should cause the job-shadowing experience to be successful.

1. Be honest.
2. Keep a positive attitude and be friendly, courteous, polite, and cooperative with your host, workers, and other clients.
3. Stay reliable and display promptness.
4. Notify your job-shadowing host when you are going to be late or absent.
5. Feel free to ask questions and never think that your questions are irrelevant.
6. Stay positive to constructive criticism.
7. Act responsibly.
8. Work hard and give a 100% effort.
9. Realize that your learning process is life long.
10. Remain open to relevant change.

Complete this form
❖ Before

STUDENT INTEREST SURVEY

This survey will serve to gain information concerning you and your interest.

Your Name _____ College _____

Semester & Year _____ ☐ Male ☐ Female

1. What were your favorite subjects in high school?

2. What are your favorite subjects in college?

3. What subject areas of education are of interest to you? List 6.

_____	_____
_____	_____
_____	_____

4. Have you had a job-shadowing experience before? ☐ Yes ☐ No

If yes, where?

5. Do you work a job? ☐ Yes ☐ No

If yes, what are your duties and job title?

6. How do you think the job-shadowing component will help you?

7. Other comments

Complete this form

❖ Before

Student Phone Script

Hello, may I speak with _____, please?
(name of the principal at the school)

(When the principal comes to the telephone, say...) Hello, my name is

_____. I am calling from _____ to set up
(name of your school)

a job-shadowing experience for my Teaching Diverse Populations Course. Your assistance in finding a job-shadowing host will be greatly appreciated. What time will you be available to meet with me to assign a job-shadowing host? Thank you. I look forward to seeing you. Good by.

If the principal is unavailable, leave a message with the assistant or request voice mail and leave the same message you would have spoken to the principal. Leave your job-shadowing instructor's name and telephone number also.

Complete this form

❖ Before

Getting Started

Complete this page for your college instructor before going to your job-shadowing site.

Your Name _____

Job-Shadowing Host's Name _____

Start Date of Job-Shadowing Experience _____

Ending Date of Job-Shadowing Experience _____

Day(s) of Week Planned for Job-Shadowing Experience ☐ Once a week ☐ Twice a

Week ☐ Other _____

Starting Time _____

Finishing Time _____

Name of Job-Shadowing Site _____

Site Address _____

Site Phone Number _____

Age Group or Grade(s) of Youth _____

Type of Business of Site _____

Kind of Service Offered to Youth _____

Special Instructions _____

Complete this form

❖ During

Student Interview with Job-Shadowing Host

Interview your job-shadowing host using the questions below.
Write your host's responses in the space provided.

How would you describe a typical day at your job?

What do you like most about your work?

What do you like least about your work?

In what ways are the following work habits important for this job?

Following directions _____

Being accurate _____

Participating as team member _____

Working independently _____

Interview with Job-shadowing Host Continues

What educational training do you need for this job?

What subjects should I study in school to prepare for this job?

What is the salary range for this job?

How would you describe the people at the worksite in terms of their age, gender, and racial/ethnic backgrounds?

How has technology affected this job?

How do you think this job will change in the next five years?

Print Student Name

Student Signature

Date

Complete this form
❖ During

Observations of the Job-Shadowing Host

Give an example of how you observed your job-shadowing host using the following skills as part of his or her work. Use additional sheets if necessary.

Organizing _____

Planning _____

Reading _____

Writing _____

Math _____

Science _____

Art _____

Listening _____

Speaking _____

Making decisions _____

Thinking creatively _____

Analyzing problems _____

Using technology _____

Cooperating with others _____

Serving children _____

Complete this form

❖ After

Showing Thanks for the Job-Shadowing Experience

A Professional courtesy involves writing a letter of thanks to your job-shadowing host. An impression is made on those people who help you and this is a way of showing your appreciation for their assistance. Use the attached draft letter as your sample, or complete and use the sample letter.

Dear _____:

I would like to extend my thanks to you for being my job-shadowing host. The experience satisfied my requirement for the Teaching Diverse Population Course at Hillsborough Community College, Plant City Campus. The time you shared with me and the knowledge I gained from the experience have been interesting and most valuable to me as I continue to pursue my educational goals.

Your assistance in completing the enclosed Job-Shadowing Host Evaluation form will help the college provide a successful experience to other future teachers. You may return it to me.

Again, thank you.

Sincerely,

C: Israel Peniel, Professor, Teaching Diverse Population

_____, Job Host Supervisor

Please complete this form immediately

❖ After

Job-Shadowing Host Evaluation

Thank you for hosting this job-shadowing experience! Please complete this brief evaluation of your experience so we can continue to improve this job-shadowing component. Please rate the following on a scale of 1 to 6 (1

indicates that you strongly AGREE with the statement and 6 indicates that you strongly DISAGREE).

STATEMENT	Strongly Agree			Strongly Disagree		
	1	2	3	4	5	6
<i>I was well prepared by school staff to be a host.</i>	1	2	3	4	5	6
<i>As a result of this job-shadowing experience, I gained a new perspective on my job.</i>	1	2	3	4	5	6
<i>I was at ease interacting with my student during the job-shadowing experience.</i>	1	2	3	4	5	6
<i>In my opinion, the job-shadowing component is a worthwhile learning experience for the student.</i>	1	2	3	4	5	6
<i>I enjoyed the experience and would be willing to do it again.</i>	1	2	3	4	5	6

How could Hillsborough Community College better support you through the experience?

How would you change the way you structure your day with the student?

Any additional comments?

Job-Shadowing Host Signature

Please return this form to the student.

Complete this form

❖ After

Student Reflection of the Job-Shadowing Experience

Reflect on your experience at the worksite by answering the following questions.

What is the name of the worksite you visited?

What was something very interesting that you learned through your job-shadowing experience?

What kinds of activities did you observe during your job-shadowing experience?

What were the three most interesting discoveries learned from the job-shadowing experience?

What cultural diversity issues were addressed in the job-shadowing component?

Would you still choose this career? Why?

List two important discoveries that you were not aware of before.

Print Name

Signature